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ABSTRACT

Examples of successful, innovative business-education partnerships are described. Contents include historical background, state-level studies, initiation and implementation, model Oregon programs, and future trends of partnerships. A conclusion is that partnerships are necessary to meet the challenges presented by rapid social change, demands for work force equality, and international competition. A 12-item annotated bibliography and the state superintendent's award application form are included. (LMI)

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BUSINESS-EDUCATION PARTNERSHIPS IN OREGON

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OREGON DEPARTMENT OF EDUCATION
SALEM, OREGON 97310-0290

BUSINESS-EDUCATION PARTNERSHIPS IN OREGON

UPDATE 1990

John W. Erickson
State Superintendent of Public Instruction

Oregon Department of Education
700 Pringle Parkway SE
Salem, Oregon 97310-0290

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FOREWORD

In an age of major social change, international competition and school-finance concerns, excellence in our public schools will be achieved only with the help of communities, public agencies and businesses in Oregon. The future of our children and the quality of our work force are at stake.

Fortunately, the spirit of cooperation in Oregon is alive! Thousands of volunteer hours by citizens, employees and directors of businesses have already been invested in business-education partnerships. The projects described in this report represent the efforts of many caring people. And the results have benefitted schools, communities and businesses as well as thousands of individual students. We are pleased to see that these partnerships have been truly "mutual" in their benefits.

We congratulate the award winners and other businesses, agencies and educators who are recognized in this report. These creative, forward-thinking people have provided models that will stimulate more innovative partnerships in the future. We invite all districts to submit descriptions of partnerships so that more examples can be shared. Only through these kinds of cooperative efforts can the challenges of education be met in an era of great social and international change.

John W. Erickson
State Superintendent
of Public Instruction

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I. BACKGROUND

Business-education partnerships are two-way, voluntary relationships between schools or educational programs and business, community and government organizations. In successful partnerships, goals that include student learning and business/community benefits are clearly stated and achieved. And Oregonians are saying that partnerships work:

"Our students learn a great deal by working with people in the business community, and many businesses find that schools can provide resources and services which enhance their operation."
Margaret Nichols
Superintendent
Eugene Public Schools

"We are able to supplement the classroom curriculum with a wealth of activities which serve as new and exciting motivators for our students."
Homer Kearns
Superintendent
Salem-Keizer Public Schools

"A good partner relationship expands the scope of education, experience and recreation for both. It just makes good business sense."
John Russel, Director
Emporium Stores

"Business and education partnerships are a unique opportunity for all of us in the community to share our talent and energy with one another."
Jerry Arnold
Portland General Electric

"When business and education work together, everyone wins."
Gary Conkling
Former Chairman, Washington County Business Task Force

The Growth of Partnerships

Partnerships are growing throughout America. Since 1983, the number of schools reporting partnerships has risen from 17 to 40 percent (National Center for Education Statistics, 1989). In 1989, over 9 million students — 24 percent of all public school students — were directly involved in partnerships. All of Oregon's largest school districts have highly active programs with multiple partnerships involving large numbers of secondary and elementary students (see Part II for a discussion of the 1990 survey).

"The business world now requires people who can reason, learn new subjects, work collaboratively, think on their feet an find answers to difficult problems with multiple solutions."
Richard S. Page
President, Washington Roundtable

Partnerships and Preparation of the Future Workforce

Partnerships are vital to the economic future of our communities and to the future of our workforce. In addition to reading, writing and arithmetic, a fourth "R" could be "Ready for Work." Nationally, the business community is deeply concerned about the quality of entry-level workers.

At one time, businesses needed workers trained in basic skills and operations such as "paper" clerical systems. Now they require people who can adapt and learn new computerized systems and manage the information flow of a global society.

William Kohlberg of the National Alliance of Business expressed concern that public education consumes 4.1 percent of the nation's gross national product, but that businesses may pay again for retraining and lost productivity of workers.

Perhaps the business community is seeing a different type of student than in the past. Societal changes have occurred in family structure, drop-out rate,

"What it takes is nothing short of a revolution in the way the community regards its schools."
Paul T. Hill
RAND Corporation

number of limited-English students, and continuing substance-abuse problems. These forces have changed the demographics of youth entering the job market. And with more students pursuing more higher education than in decades past (as reported in U.S. Census data on years of education completed), entry into the working world has been delayed for many gifted students.

Whatever the explanation, the business community has begun to respond to the cry for partnerships in a complex era. Clearly, the image of education will only change with involvement by business — employee to student — to promote mutual understanding. The list of partners presented in Part IV of this report is testimony to the businesses in Oregon that have responded to the challenge.

". . . there is no such thing as a social organization that will change itself without outside pressure. Schools need a tough-minded friend that will hold [them] to high standards of performance."
Dennis P. Doyle
Hudson Institute

Relationship to Other Types of Partnerships

The focus of this report is on K-12 public school partnerships. A number of studies and reports have been published concerning Job Training Partnerships (State Job Training Coordinating Council, 1989; Paule & Owens, 1988) which involve the federal JTPA programs operating extensively throughout Oregon. Many other partnerships have been stimulated by Community Education groups, and are periodically featured in publications such as the OCEAN Newsletter (OCEA, 1990). These excellent programs are similar in character but developed from different funding sources or groups than those reported here. The present report focuses on school-based efforts to develop partnerships at a building level, on a district-by-district basis or as county-wide programs.

"Partnerships — what better way can you imagine for getting the members of the community into the schools they own?"
Don Jackson
Principal, South Eugene High School

Recent Programs in Oregon

School districts in Oregon's larger communities have had active business-education partnership programs for some time. The Chambers of Commerce and school districts of Washington County, for example, have had a thriving "Business/Education Compact" since 1984. Other locations in Oregon have been recognized by Governor's and Superintendent's Awards (see Part IV) since 1988. Many more partnerships are profiled in the description of the 1990 Questionnaire Survey of partnerships, conducted by the Oregon Department of Education. Partnerships are encouraged by several educational organizations in Oregon, including the Oregon Community Education Association, with headquarters in Eugene.

"Program Mentorship is a way that a successful working adult can link with a student . . . on a one-to-one basis."
David Beasley
Principal, The Dalles High School

The Context of Oregon and its Economy

Partnerships in Oregon should be reviewed in the context of the unique economy of the state. The three largest industries in Oregon are wood products, agriculture/food processing, and tourism. Many unique industries are located in Oregon including some new high-technology firms. The majority of large businesses (and government agencies) are in the Portland/Willamette Valley/Medford corridor. Additionally, 70% of Oregon jobs are in firms with fewer than 250 employees (57% under 100). For these reasons, school districts located in non-metropolitan areas of Oregon are often challenged to identify businesses available for partnerships. However, they have been creative, as evidenced by the model programs listed in Part IV.

"We . . . are pleased to become partners with interested and forward-thinking business people as one way to strive toward excellence in both our schools and community."
Boyd Applegarth
Former Superintendent, Beaverton School District

II. State-level Studies of Partnerships

State-level planning and policy analysis are essential to the growth of partnerships in Oregon. To promote communication among legislators, social-agency administrators and educators, Oregon participates in a consortium called "State Education Policy Seminars (SEPS)." SEPS is jointly sponsored by the Education Commission of the States (ECS) and the Institute for Educational Leadership (IEL). The goal of SEPS is to improve American educational policy by providing learning experiences to public-policy makers in each state. Oregon is one of 40 states that receives support to hold seminars for educational policy leaders (5-8 meetings annually) and to conduct surveys of educational practices. A major goal of the Oregon SEPS during 1989-90 was to study partnerships among schools, businesses, government agencies, colleges and community organizations.

"Coordination is an unnatural act by unconsenting adults . . . we need collaborative efforts . . . and monies to stimulate interpersonal relationships across professions (in children's service agencies)."
Prof. Michael Kirst
University of California, Berkeley

Oregon's State Education Policy Seminars (SEPS)

SEPS seminars in 1989-90 provided some stimulating perspectives on partnerships. One seminar was conducted by Professor Michael Kirst, University of California, Berkeley, on trends in social conditions affecting children and related state-policy issues. Another seminar was conducted by Richard S. Page, President of the Washington Roundtable (Seattle) providing the perspective of the business community on partnerships and restructuring in education. The final seminar was conducted by Gary Weeks, Deputy Director, Department of Human Resources, on inter-agency coordination.

Partnerships and Oregon's Children

Professor Kirst discussed some generic problems in children's human services including social welfare, education, health, mental health and juvenile systems. Kirst and his colleagues studied the social service system in California extensively and used these data as a basis for deriving some fundamental problems of such systems. Most systems appear to respond to acute problems and are less able to focus on prevention. Early intervention is often blocked by confidentiality issues. The systems are episodic and have difficulty following children from birth through adolescents because of the boundaries of different agencies. Clearly, there are great needs for partnerships among all agencies serving children.

Some possible solutions suggested by Kirst were (1) to promote professional networks, e.g., educators meeting with caseworkers or county health professionals meeting with special-education staff, to get professionals working together on the same children, and (2) developing inter-agency partnerships that are collaborative ("line workers" from two or more agencies discussing and helping a set of children).

Business Partnerships and Educational Restructuring

The Washington Roundtable is a decade-long alliance of education and business leaders in the Seattle area that has been praised for stimulating new ideas and change in education. Dr. Richard Page explained the powerful reason why business leaders are vitally interested in public education — the shift in the need for workers with basic skills to those with higher-level reasoning skills.

Translating these societal needs into qualities that schools can foster will not be easy. The Washington Roundtable is convinced that significant restructuring of our educational system is required. Restructuring means changing the assumptions that govern the educational process. Restructuring also means designing curricular elements that contribute to the preparation of students for

a globally-competitive workforce; effective and participatory management at the school level; greater attention to early-childhood education and mastery of core competencies prior to age 16. These new priorities will require meaningful indicators of student performance. Finally, restructing means more attention to the ways teachers are recruited, educated, renumerated and retained.

KEY IDEAS: The Washington Roundtable, a Seattle business-education partnership, has set a goal of restructuring the school system by the year 2000 and has four major themes:

- **Universal early education for at-risk children**
- **A new focus on learning outcomes**
- **School-centered renewal**
- **Enriched education professions**

Inter-Agency Partnerships

The final SEPS seminar focused on a different kind of partnership — coordination among governmental agencies that serve children.

Gary Weeks, Department of Human Resources, explained the new legislation (Senate Bill 1018 of 1989) that created the Oregon Coordinating Council for Children and Families. This legislation requires the Department of Human Resources, the Department of Education, the Office of Community Colleges and the Juvenile Services Commission to develop a plan to better provide social services to children and families. The Coordinating Council is required to review the programs, plans, budgets, information-base and operating procedures of the state agencies. A written plan and progress report are to be submitted to the next session of the legislature. The new plan is to focus on reducing the duplication of services among agencies and on finding ways to promote more effective inter-agency coordination.

1990 SEPS Survey of Partnerships in Oregon

Purpose and Background

A survey of the 303 school districts in Oregon was conducted in May 1990 to assess the current status of business-education partnerships statewide. "Business" was broadly defined to include governmental or non-profit agencies and organizations as well as commercial firms. The purpose of the survey was to identify optimal roles and responsibilities for partners, descriptions of the commitment of leaders, successful strategies, typical outcomes and possible legal or policy barriers that may be impeding progress in building partnerships. Also, the hope was to identify exceptional examples of partnerships in Oregon that can serve as models for future programs.

Method

A combination of mail-in questionnaire and telephone interviews was used to contact each of Oregon's school districts. An 80% return rate was achieved for the mailed questionnaire. Follow-up telephone interviews were conducted for approximately 10% of the districts. Districts having larger programs were interviewed along with some small districts and several business representatives.

Results

Approximately one-third of the school districts in Oregon appear to be participating in business-education partnerships. These include most of the large districts, who affect the majority of students in Oregon. The most frequent activities indicated on the questionnaire were "job fair" events (34%), contributions of material or equipment by businesses (28%), mock job interviews by business personnel (24%), school staff use of business facilities or equipment (21%) and business employees teaching or assisting in the classroom (20%). In terms of the number of school buildings involved in such programs, about one-sixth of Oregon's 1,190 schools were included in the frequently-cited activities. Barriers to expansion of activities among districts included lack of staff time (31%) and limited funding or resources (20%). Only about 10% of Oregon districts had written plans or policies for partnerships. Telephone interviews revealed some innovative partnerships; several case studies are included in the Part IV of this report.

Most large districts are participating . . . but only about 10% of Oregon districts had written plans or policies for partnerships.

Several important "lessons" have been learned by districts that are active in partnerships. Key lessons included the importance of flexible levels of involvement and commitment by businesses, reducing formality or "rules" to minimize the perceived "bureaucracy" in public school administration, stimulating "face to face" interactions of teachers and students with business people so that naturally-occuring interests emerge, and making sure that results are mutually beneficial to both schools and business. Goals can be set (e.g., one new partnership per year per school) and recognition given annually for achievements. The most significant barriers to expanded partnerships in Oregon appear to be the lack of staff time and the fact that small, rural communities have fewer businesses or agencies. However, several respondents mentioned that "paperwork reduction," statewide recognition of business partners and possible inservice workshops could stimulate growth in partnership activity.

Conclusions and Recommendations

The largest school districts in Oregon have highly active business-education partnership programs. Although a majority of students in Oregon are enrolled in the larger districts, precise estimates of the numbers of students affected by partnerships are not yet available. However, numerous examples of mentorship projects and partnerships indicate that large numbers of students in Oregon benefit from such programs.

KEY LESSONS FROM THE 1990 SURVEY: Business-Education Partnerships will be fostered by:

- **Allowing flexible levels of commitment**
- **Reducing formality, "bureaucracy" and paperwork**
- **Stimulating "face-to-face" interactions of teachers or students and business employees**
- **Designing mutual benefits for schools and business**
- **Setting goals related to curricula**
- **Insuring that recognition is given annually**

Although the majority of school districts in the state do not appear to have highly active programs, these are apparently the smaller districts. (Over half

of Oregon's school districts have fewer than 500 students, accounting for only 6 percent of all students.) The Department of Education suggests the following recommendations for districts beginning new partnerships:

1. Opportunities could be provided for inservice workshops on "How to start business-education partnerships" should be encouraged. Tap the expertise of the highly skilled and experienced program coordinators (in schools and business, see Part IV) in Oregon.
2. Schools are encouraged to apply for the Superintendent's Award. Local efforts should be made annually to recognize the contributions of individuals, businesses and agencies that have contributed substantially to business-education partnerships.
3. The barriers to expansion of partnerships should be studied in each school district and action plans formed.
4. Each district in Oregon should develop a written plan or policy for partnerships.
5. Roles and responsibilities in partnerships should be designed to assure that mutual benefits to all parties result.

III. How to Start Business-Education Partnerships

The following guidelines were compiled from several sources that are listed in the Bibliography included in the Appendix. Also, many of the steps listed below are included in excellent handbooks published by school districts (e.g., Salem-Keizer, Beaverton) that are also referenced in the Bibliography.

Steps:
- *Vision building*
- *Goal setting*
- *Establishing identity*
- *Selecting staff*
- *Nurturing*

Vision-Building Steps

The first steps involve "catching a vision" of what is possible in a school or community. This can grow from the interaction of two people — one educator and one employee. A vision may be stimulated by one of the award-winning partnerships in this publication. Or, educators should call together a group of community leaders (e.g., Chamber of Commerce, Executives, leaders of community groups, school administrators) to brainstorm ways to improve the workforce and the community.

- Set a goal to create at least one new partnership per school per year.
- Survey what is happening in the community (needs, organizations, possible existing efforts).
- Identify community leaders.
- Assemble a community task force and ask for their ideas.
- Conduct a school-staff awareness session to generate ideas.

Goal Setting Steps

Once a general idea has been stimulated, goals and benefits for both partners need to be written. Each partner should specify their goals and benefits. The school must link the effort to curricular goals. Goals should include reasoning and problem solving and especially those in career development and citizenship domains. The top-level management of businesses should help set the specific directions and benefits. There should be a written "compact."

- Identify mutual benefits.
- Conduct needs assessments if necessary.
- Focus on a part of the curriculum or a topic that makes sense to the company. Organizations aiming to change the entire curriculum create a diffuse effort.
- Higher-level goals involve "people development" (students, employees, teachers) not just cash and materials/facilities sharing.
- Think ahead to the measurement of the goals — how they will be evaluated.

Establishing an Identity and Core Staff

After consensus is obtained on the goals, the location and name of the project is specified.

- Create a meaningful name for the effort.
- Find a "home" for the core of the project — either at a Chamber of Commerce, a specific school building, or a business location. Alternatively, specify the locations of the two coordinators — school and business.
- Define a manageable size for a core "steering committee" to conduct occasional, efficient meetings.

Nurturing the Partnership

Everybody likes to be on a "winning team" where there is a positive, enthusiastic attitude of expectation. And, there need to be signposts of real accomplishments. Many partnership programs (e.g., district-level) have newsletters and annual banquets. The business community needs time to

understand the nature of education and the process of public-school decision-making. Educators need time to understand the attitudes and needs of the business community. The coordinators/leaders need to take a "proactive" stance in creating a climate for growth in understanding and relationships.

- "Red tape" is kept to a minimum.
- Opportunities are planned for "one-on-one" interactions between executives, administrators, employees, teachers, community leaders, and students
- "Strokes" are given often for interim accomplishments.
- Group meetings are kept to manageable size and are task-oriented.
- "Kick-off" events, publicity, newsletter updates, annual banquets, news releases describing specific accomplishments and names of students/teachers/employees involved are helpful.

Roles and Responsibilities

Educators need to start with tangible activities, not discussions of vague goals. Business people need voluntary roles with "levels" of commitment from very light (attend policy luncheon occasionally) to heavier (organize an event or coordinate a project). Teams of 1 educator/1 business person are helpful for recruiting new businesses. Finding ways to get educators to visit businesses or business people into schools can result in "informal networks" that result in projects.

Educators should creatively find ways to meet business needs that involve student time, but for which resources are provided; e.g., market surveys, artwork, construction projects, access to school facilities.

Business people should identify projects that involve higher-level thinking . . .

Business people should identify projects that involve higher-level thinking and analysis tasks — market surveys, job/task analysis, planning of landscape designs — so that challenging, "real life" problems are assigned to students.

Educators can take the role of "priming the pump" by giving small-cost items or cooperative efforts to business/community (e.g., a high school provides the local police agency with a yearbook, needed to identify the pictures of students for future investigations — resulting in cooperation by the agency in mentorships, work-experience and other partnerships), resulting in outcomes much greater than the initial investment.

IV. Model Programs in Oregon

Numerous partnerships in Oregon serve as models for effective programs. Brief descriptions of these model programs are presented in this section of the report. Reading the descriptions of programs should stimulate creative thinking about the variety of partnerships that are possible. The reader is invited to contact any of these programs for further information. Before the lists of model programs are presented, the characteristics that contribute to success in partnerships are discussed. Model programs receiving awards have typically demonstrated most or all of these characteristics.

Characteristics of Effective Programs

1. **Mutual Benefits.** Most successful partnerships have tangible benefits for each set of partners — students and educators, managers/owners and employees.
2. **Broad Base of Support.** Gain a broad base of support from community and educational leaders through initial planning meetings (e.g., luncheons). Ask for the creative ideas of leaders in solving critical community issues or needs.
3. **Specific Goals.** Active partnerships move from "warm fuzzy" lunches to actual projects with defined learning-goals that impact schools, classrooms, students and businesses. Businesses want to see tangible, "bottom line" results with kids or benefits to their programs, not "cloud 9" discussions.
4. **Structured Informality.** Partnerships move ahead faster if schools help reduce formality or "rules" so that businesses are not discouraged by what they perceive as the "bureaucracy of schools." At the same time, activities are organized so that meeting times are reserved for decision-making, not simple information-giving that could be done by mail.
5. **Flexible Involvement.** Many partnerships allow "levels" of involvement by business so that they have options depending on time constraints and commitments. Once committed, however, each partner must follow through.
6. **Consistent Communication and Monitoring.** Particularly when individual students are involved, such as with mentorships, clear communication between school, parent and business partner is essential so that schedules are maintained. Each partner needs a designated coordinator to provide consistent communication and "mid-course correction" if needed. Assign people with personalities open to cooperation — flexible problem solvers. Roles and responsibilities need to be clarified by each partner. For example, if businesses invest time and resources, what assurances do they have of implementation by school districts of projects, recommended changes in classroom activities or curriculum elements, or consistent attendance by students in internships or mentorships? If the relationship is to be "advisory only," without promise of implementation or change, it should be discussed in advance.
7. **Key People.** The most successful partnerships have enthusiastic, committed coordinators from the school/district and management-level coordinators named for businesses. Often a steering commit-

tee to direct actions can be helpful if the partnerships are large efforts.

8. **Team Recognition.** Particularly when volunteer efforts are involved, some form of recognition needs to given at the district and state levels, annually if not more frequently. Publicize the team efforts. Partnership banquets, award ceremonies, media releases and other efforts should be made to give "strokes" to those who invest their time.

9. **Annual Evaluation.** A "progress report" and evaluation of partnerships needs to be written at least annually.

The best partnerships say "we are in this for the long haul."

10. **Long-term Focus.** The best partnerships include the view that "we are in this for the long haul." One year of effort may not be enough. The work-force preparation of the entire community is often the goal, and this takes a long-term focus. It also takes time for trust to build between partners.

History of Model-Program Awards and Recognition

Four separate lists of model programs are presented on the following pages. The process of recognizing and rewarding these programs has been an evolving one. Rather than giving awards to only one program per year, the Governor's office and the Office of the State Superintendent of Public Instruction have recognized as many effective programs as possible.

The award process began in 1988 with the Governor's Awards. The first set of awards were given to larger, exemplary programs in the state. The awards were presented at the 1988 Statewide Business-Education Partnership Conference in Beaverton, October 1988. The second set of Governor's Awards were for outstanding programs nominated from a network of agencies in the state. The third set of model programs were winners of Superintendent's Awards in 1989-90, following a process of application and screening based on the criteria listed in the sample form included in Appendix B. The final set of model programs was identified in the State Education Policy Seminar (SEPS) survey conducted by questionnaire and telephone in May, 1990 by the Department of Education.

Governor's Awards to Exemplary Partnerships in Oregon

Presented at the 1988 Statewide Business-Education Partnership Conference, October 13-14, Beaverton

■ **Business Youth Exchange**

The Greater Portland Metropolitan Chamber of Commerce, and Roger Breezley, chairman, received an award for a partnership with Portland Public Schools in developing programs to guarantee work-ready graduates, and for leadership in developing the Portland Investment Plan. Contact: Tom Nelson, 228-8617.

■ **Gregory Forest Products, Inc., Umpqua Comm. Coll., and Glendale SD**

The partnership of Umpqua Community College and Glendale School District with Gregory Forest Products, Inc., was awarded for addressing literacy, lifelong learning labs, and motivational activities. Contact: Dick Gates, 440-4600.

■ **Associated Oregon Industries Foundation**

Received an award for sponsoring Oregon Business Week, a program involving business people working with teachers and students in learning about the free enterprise system. Contact: Donna Lewis, 1-800-452-7862

■ **Portland General Electric**

PGE and nine participating high schools received an award for their financial underwriting and leadership role in the construction of "Good Cents" homes by vocational classes in nine school districts. Contact: Dr. Jim Schell, Lake Oswego, 636-7691

■ **U.S. West Communications — Oregon**

Was recognized for major corporate contributions to education through the development and sponsorship of two programs, *Choices* and *Registry*, available to Oregon schools in 1988. Contact: Bill Prows, 242-5574.

■ **Business Education Compact of Washington County**

The Compact, the leadership of Gary Conkling of Tektronix, Oregon Education Association, and Beaverton Chamber of Commerce received an award, for their major business, education, and labor roles in forming partnerships which prepare teachers, students, and businesses to be competitive worldwide. Contact: Tamara Busch-Johnson, 685-3362.

Governor's Outstanding Partnership Awards

Bend Student Monitoring Program

A partnership of the Bend Chamber of Commerce Economic Development Committee, Rotary, and Mountain View Senior High to provide role models and support to at-risk students for basic education skills for success in adult life. Contact: Rod Tomcho, 388-8705

PACE (Positive Approach to Careers and Education)

A partnership of Corvallis School District and Community Services Consortium for providing an outstanding community-based alternative education program. Contact: Joanne DeMott, 757-6868.

Douglas County Transition Team

A partnership of schools, community agencies, businesses, and parents to coordinate services for handicapped students to enter and succeed in postsecondary training, employment and increased independence; and to increase awareness and support through dissemination of information. Contact: Gayl Bowser, 440-4794.

Eugene School District

A number of Partnerships, as typified by:

- Chantilly's Ice Cream and Deli with Spencer Butte Middle School, a four year project for youth and community interaction. Contact: Rick Shidaker, 687-3237.
- CoSac (The Community Substance Abuse Consortium), to improve the health and safety of the community by addressing substance-abuse problems. Contact: J. Liebersbach, 485-6609.
- Eugene Water and Electric Board for teacher and student education programs, tours, in-school energy programs, and demonstration equipment. Contact: Al Hughes, 484-2411.

Greater Albany School District

Several partnerships, including:

- Teledyne Wah Chang - Albany and West Albany High for providing opportunities for visits and tours, and for providing exchanges that encourage at-risk youth to remain in school. Contact: Jack Beakey, 926-4211.
- Albany-Lebanon Sanitation and Tangent Elementary School. Contact: Jeff Andrews, 928-2551.
- Albany Emporium Business-Education Partnership for providing opportunities for visits and tours and exchanges between students and teachers with Emporium employees and staff. Contact: Bruce Tomey, 926-2285.

Portland Leaders Roundtable

The Roundtable and its Portland Investment Plan for creating a community-wide long-range plan for drop-out prevention and youth education and employment, involving all major services delivery agencies and community leaders. Contact: Marcia Douglas, 796-5290.

Community Business-Education Center and Medford School District

For eight years of partnership efforts involving stay-in-school campaigns, hiring pledges, mentorships, and at-risk student services. Contact: Eileen Ashpole, 779-5318.

■ **Salem-Keizer SD and the Salem and Keizer Chambers of Commerce**

For several partnerships, including:

- First Interstate Bank and Salem-Keizer School District for recognizing outstanding high school students, financially supporting student organizations, and developing a system to match donors with district needs. Contact: Laurie Adams, 399-3074.
- Agripac, Inc., and Chapman Hill Elementary for activities linking education and business to foster success for students in school and in their community, and hosting a teacher from Japan. Contact: Alice Bernston, 363-9255.
- Oregon Department of Transportation and Judson Junior High for a four-year partnership providing speakers, mentorships, and sponsorship of a Malaysian sports team visit. Contact: Bob Bothman, 378-9255

■ **Metro Auto Tech Council, Portland Public Schools, and Mt. Hood Community College**

For providing internships and scholarships to graduating automotive students, and providing skill update classes and professional development for automotive instructors. Contact: Don Gainer, 280-5858.

■ **Junior Achievement, Columbia Empire**

Junior Achievement and cooperating local schools for the longest established youth economic-education partnership to benefit students by challenging them to become involved in the free-enterprise system. Contact: Jan Tesch, 238-6430.

■ **Boy Scouts of America - In-School Exploring**

For its student motivation, career awareness, and classroom exploring programs, with involvement from business, labor, and industry. Contact: Teena Ainslee, 796-5290.

■ **KATU Television**

For its public information campaigns for "Oregon's Project Literacy" and "Teens Overcoming the Odds" programs, increasing awareness of these critical issues in Oregon. Contact: Joella Werlin, 231-4247.

■ **Gresham Area Business and Education Partnerships**

For providing tours, speakers, job shadowing, essay contests, and many career education opportunities for students at Centennial, Gresham Union, and Reynolds High Schools. Contact: Jerry Gilliam, 665-6762.

■ **Tillamook Business-Education Partnership**

For its "Employees for Tomorrow" program with Tillamook High and Tillamook Bay Community College, involving businesses that provide mentorships for at-risk students, and involving the high school student council in the partnership. Contact: Bob Russell, 842-2511.

■ **Beaverton School District**

For business-education partnerships, including:

- Beaverton Sister Cities Foundation for efforts to build international school partnerships. Contact Rosemary Egan, 591-8000.
- Kaiser Permanente for service helping youth in areas of health. Contact: James Hager, 591-8000.
- Elsie Stuhr Adult Leisure Center and Highland Park School for intergenerational activities. Contact: Mike Yeakey, 591-8000.

- Port of Portland and Meadow Park Intermediate School for developing an International Trade and Commerce education program. Contact: Barbara Sonniksen, 591-8000.
- Aloha American Legion Post and auxiliary, and High Park and Five Oaks Intermediate Schools for a partnership helping youth with drug and alcohol-abuse problems. Contact: Sam Scott, 591-8000.
- Army Corps of Engineers and Montclair Elementary School for science, environmental, and geography instructional programs. Contact: Donna White, 591-8000.

Nominations for these awards were solicited through the networks of the Oregon Department of Education, Associated Oregon Industries, the Student Retention Initiative, the State Advisory Council for Career and Vocational Education, and the Business Education Compact of Washington County.

State Superintendent's Business-Education Partnerships Award Winners for 1989 and 1990

Mission Mill Village with Salem's Richmond Elementary

Richmond Elementary provides Mission Mill Village with loaned equipment, school facilities for additional meeting space and recreational activities for their employees. Students provided wreaths and tree ornaments for holiday decoration at the village and computer generated quilt patterns for display to guests and patrons. The student folk ensemble performed for the Mission Mill volunteer luncheon and will demonstrate children's activities during the Sheep to Shawl Event. Parents work with Mission Mill volunteers on events.

Mission Mill Village helps to supplement the school's curriculum and provides free table space at community events. They provide their facilities for staff development activities. The Arts-in-Education Program has been incorporated into the Mission Mill Calendar of Events.

Contact: Diane Ostergaard or Nancy Reding, Teachers, 399-3180.

Linn Gear, South Fork Industries and Lebanon Machine with Lebanon Union High School

Lebanon Union High School's On-The-Job Machine Shop Program provides local business partners with students to help as needed and to be evaluated for part time and seasonal employment. This creates a trained workforce which is available during peak demand periods.

The businesses provide a realistic work environment, their standard new employee orientation and a chance for students to work on equipment not available at the school. They have served on the local school committee and have helped to improve the schools curriculum.

Contact: Steve Adams, Teacher, 451-1250.

State Farm Insurance, Northwest Office in Salem with McNary High School

State Farm provided assistance with resume writing and interviewing techniques for high school students, as well as a spring luncheon honoring outstanding business, math, and science students. They provided speakers, role models for students, visual aids and equipment.

McNary High School provided staff expertise, facilities, and musical presentations to State Farm.

Contact: Peggy Baker, Coordinator of the Business Partnership Program, 399-3233.

Salem Electric with Walker Middle School

This partnership offers opportunities for academic and social/recreational activities and community events including such joint staff efforts as parade floats, a city league softball team and golf tournament, correcting a safety problem with increased lighting, and human resource sharing.

Salem Electric employees supplied food boxes for needy Walker families, assisted with Pentagames competition and offered access to Salem Electric facilities for tours.

Walker Middle School provided art for display at Salem Electric, and vocal and jazz band music for employees and customers.

Contact: Patricia Mack, Principal, 399-3220.

North Clackamas School District Business-Advisory Task Force

Since 1983 the Business-Advisory Task Force has offered North Clackamas School District superintendent and business manager the monthly counsel of 15 representatives of community and district associated businesses, agencies and utilities as well as a senior citizen. The original goal of more efficient and effective operations has expanded to include improved accountability, public image, administrator development and graduate qualifications. They have reviewed and advised on operations, utilities systems; energy and risk management programs; contracted services, investments; tax-increment financing; long-range financial and site planning; marketing; levy and bond-election strategies; school labor law; personnel procedures; administrator selection; school construction and repair; and the improvement of student work-experience and vocational training resources.

Contact: William Dierdorff, Deputy Clerk and Business Manager, 653-3604.

Willamette Oaks Retirement Center, JC Penney and Cal Young Middle School for their Community Caring Project

Parents, students and community member volunteer to process items from JC Penney known as "charge backs" which includes clothing, linens and infant equipment. Volunteers remove labels and transport the items to appropriate community service agencies. If items need mending they are taken to Willamette Oaks where residents volunteer to do that task. Students spend time in their homerooms at least once a year studying the agencies and the needs they serve in the community. The nine agencies served assist the homeless, abused children, ex-offenders, battered women and low-income senior citizens.

Contact: Ruth Koenig, Cal Young Middle School, 687-3236.

Marian Home Retirement Center with Sublimity Elementary School

Students in grades 5-8 filled out applications which covered their areas of interest and concern. They were then matched with a companion for the Marian Home. Each week the students meet their companion and voluntarily visit on weekends and holidays.

Contact: Trycia Smith, Marian Home Companion Program Coordinator, 769-7282.

Timber Products Company with Sublimity Elementary School

Concern for the need to understand each other's role in their community prompted a series of activities including development of joint logo and badges, tours of the Timber Products company plant, a visit to the school by a company truck driver in his rig, and teaching units on the many facets of the local timber industry. The second graders created a large comprehensive mural which was displayed in the school and then presented to Timber Products for their board room along with a rotating exhibit of student art work. Wilson parents working for the company have presented to their children's classrooms and employees have helped with special activities, purchased plants raised by the students in the school greenhouse, and provided "special attention" to selected children during company release time as well as their own volunteered time. They company also participated in the painting and renovation of the school gym and are working together on a playground improvement project.

Contact: Faye Hutchings, Business Partnership Task Force Chair, 776-8869.

■ **Enoch Manufacturing Company and Portland Public Schools Internship Program**

High school juniors and seniors enrolled in a vocational metals cluster program receive training outside the normal school hours at Enoch Manufacturing Company and are offered full time employment during the summer after their junior year as regular seasonal employees. Seniors continue their course and work experience, often leading to an Associate of Applied Science Degree offered at Clackamas Community College. Ten screw machine manufacturers in the Portland Metropolitan area have joined the efforts.

Contact: Phil Coquillette, Cooperative Work Experience Coordinator, 280-5858.

■ **White River Wildlife Refuge/Oregon Department of Fish and Wildlife with The Dalles High School**

The problem of feeding deer in remote areas of the White River Wildlife refuge was tackled by the partnership. The Dalles High School drafting, woodshop and metal shop students designed and constructed portable feed storage sheds which can be put in place in advance and accessed by snowmobile to distribute the food during the winter. Materials were provided by the ODFW.

Contact: Ivan Richie, Vocational Coordinator, 296-4601.

■ **Carl's Junior and Roseburg's Fullerton IV Elementary School**

Each classroom visited the restaurant, 3-6th grades participated in Family of the Month essays, art work was displayed at the restaurant, lessons were provided to staff and Carl's Junior gave 300 rewards/certificates to children for excellent performance. Newsletters were published several times and teachers were recognized by the restaurant throughout the year.

Contact: Michael Sheppard, Principal, 440-4081.

■ **KTVL-TV with Medford's Kennedy School**

Kennedy's Talented and Gifted students appear on KTVL's "Kid's Calendar" each week for short informational community news spots. Students provide art for the station bulletin board each month and decorations for their Christmas tree. Staff volleyball games, a potluck, and shared parade entries in the Pear Blossom Festival have been other partnership activities. The school provides KTVL with meeting spaces and equipment. KTVL provides "Special Friends" who go to the school to work with specially selected students at the school. News and w(ther people and other station employees volunteer to teach classes in their field of expertise.

Contact: Edith Lindner, Teacher, 776-8891.

■ **Douglas County's Community Mentors Partnership**

Links business and community people with high school students who need to improve grades, attendance, discipline, social skills, self-esteem, personal responsibility and development of career and educational goals. Five high schools and one hundred thirty adult volunteers from the Chamber of Commerce, service clubs, local employers, churches, and professional organizations agree to a three to six month partnership with a student. Mentor/student partners attend monthly workshops on topics such as communication, problem solving and goal setting.

Contact: Sydney Poole, Community Mentors Partnership Director, 440-4759.

Community Cable Television with Sheldon High School

CCTV was facing the possibility of losing its studio facility and Sheldon's radio and television studio had inadequate equipment. Formation of the partnership provided a stable location for CCTV and an excellent training facility for students during the school day and for community members from 4-10 p.m. and on Saturdays.

Contact: Katherine Tippens Wiper, Director of Sheldon Communications Center, 687-3574.

Peter Britt Association with Jacksonville School

The members of Peter Britt Board of Directors, the Festival Association General Manager, the Education Director of the Peter Britt Association, the Jacksonville School Committee, the PTO Board of Directors, the Jacksonville School Faculty and the entire student body of Jacksonville School joined to provide high quality fine and performing arts opportunities and a community commitment to the performing arts.

The faculty, student body and business board of directors were involved in planning and implementation of a musical stage presentation at the Peter Britt Pavilion. Students produced art work for and sold the community activities calendar which was printed by the association as an association fundraiser. Jacksonville School serves as a location for meetings, workshops, and early rehearsals as well as the education facility for the summer Arts Festival of the Peter Britt Association.

Contact: Jack Patterson, Student Resource Teacher, 776-8545.

Gove's Market with Eastwood Elementary School

Student art work is displayed at the store with every student in grades K-6 displaying at least one picture each year. As a means of positive reinforcement for good behavior, Gove's Market provides "Eastwood Bucks" with which they can buy pop, candy and other small items at the store. Information about the school with photographs of students is changed regularly. The market also participates in field trips, carnivals and other school activities. The market has noted an increase in business as a result of their efforts.

Contact: Linda Duvaul, Teacher, 440-4180.

First Interstate Bank Downtown Albany Branch with Periwinkle Elementary School

First Interstate Bank employees hosted school employees for a special tour and Periwinkle employees reciprocated with a luncheon at the school. A decorated Christmas tree with ornaments made by the students and staff of Periwinkle was presented to the bank along with refreshments and an ornament for each employee. The fifth graders made a special wooden "Welcome" plaque for the bank lobby. A special signing ceremony was held and the school choir sang. The bank has provided funds for bank display cases which were built by the students. The bank and school employees have set up an assistance fund for needy children and are working on anti-drug activities. Bank employees are serving as mentors to selected "at-risk" students.

Contact: Marilee Fitzpatrick, Principal, 967-4600.

Community Experiences for Career Education Program

The CE, Program at Tigard High School is a cooperative effort of the Tigard Chamber of Commerce and numerous businesses and Tigard High School to provide a viable alternative to a traditional classroom setting for approximately 80 students each year. Students divide their time between

career exploration opportunities and a closely monitored individualized study program designed to meet high school graduation standards.

Contact: Wendy Wolf, Director, 684-2255 ext. 357.

■ **D.G. Mouldings with Harrisburg High School**

Providing training for the employees dislocated by a plant closing was a cooperative effort of the school district, D.G. Mouldings and Linn-Benton Community College. The high school opened their career planning center, scheduled the ongoing use of school facilities for training sessions, collaborated with the community college to provide training, and welcomed the dislocated employees to their facilities. The home economics students prepared coffee breaks for training sessions, as well as counseling department materials, and staff assisted in their efforts.

Contact: Jan Welle, Superintendent, 995-6680.

Case Studies from the 1990 SEP Survey of Partnerships in Oregon

Security Pacific Bank and South Medford High School

An innovative project of high school students and a local bank resulted in national recognition at South Medford High School. The Future Business Leaders of American (FBLA) group at South Medford won top honors in Oregon and went to the FBLA national conference with a booklet and videotape of their marketing survey for Security Pacific Bank, Medford. The partnership was developed by Medford's Community Business Education Center (CBEC), a non-profit group formed in 1978. High school students became familiar with banking careers by "shadowing" employees during one-half day sessions. Students also conducted a marketing survey in the community to assess name-familiarity and "market share" for the bank following its recent change in corporate affiliation. A videotape and printed booklet were prepared with the help of the marketing department of the headquarters office of Security Pacific Bank. Students learned research and analysis skills, scientific survey principles, forming and confirming hypotheses, and methods of presenting results.

Contact: Eileen Ashpole, CBEC Director, 779-5318.

Weyerhauser Corporation and Cottage Grove High School

During a meeting of the Vocational Advisory Committee, an agricultural teacher expressed concern that little could be done without improvements to the high school greenhouse. Weyerhauser Company donated the funds to rebuild the greenhouse, and benefitted by having the students help with the landscaping of a Weyerhauser parking lot. Student learned planning, landscape design, working with a "customer," and team-work on location. The project was an excellent example of mutual benefits to school and business. In a second project, students are conducting a "job analysis" study in which the tasks, skills and elements of a job classification are being examined. The research skills and career awareness developed by students result in a benefit to business — the documentation of job skills required for hiring new workers in that position (a task that is often an onerous "extra" for current employees or supervisors).

Contact: Judd Van Gorder, Cottage Grove High School, 942-3391.

Sterling Codifiers and Annex Elementary (Malhuer County)

An excellent example of a partnership in a rural elementary school is found in Annex School District near Ontario, Oregon. Sterling Codifiers is a large printing business specializing in city government publications (city codes). It is located in Wiser, Idaho, across the boarder from Annex. Sterling employees, including parents and an Annex board member began the partnership. Students take field trips through the hi-tech printing plant and help Sterling by recycling unused paper (proceeds used for student projects). The school also has access to the Sterling FAX machine. Excellent communication between the school and the community is fostered by this on-going partnership.

Contact: Jack Lorts, Principal, Annex Elementary, 262-8280.

Oregon Department of General Services and Salem-Keizer School District

Salem-Keizer has a particularly active mentorship program that impacts individual students at both the elementary and high school levels. One men-

tor, Jim Archambault, Landscape Manager, Oregon State Department of General Services, has provided excellent experiences for students in studying the landscaping of the State Capitol grounds. The Salem-Keizer School District has prepared a handbook for partnerships that would be an excellent resource for districts beginning new programs.

Contact: Laurie Adams, Salem-Keizer Schools, 399-3074.

■ **Oregon Golf Course Operators Association and McKenzie (Lane Co.) High School (and other Oregon High Schools)**

Students at McKenzie High School in Blue River, Oregon, started a thriving partnership that includes the marketing of a discount card for golf courses and franchises in other high schools. The school's Future Business Leaders of America (FBLA) chapter teamed with the Oregon Golf Course Operators Association to develop the "2 for 1" Golf Oregon card in 1987. Each year the cards, redeemable at 33 golf courses, have generated thousands of dollars in revenue, some of which has been donated by the student group to the March of Dimes. The growth has been substantial enough that franchises were developed among the FBLA chapters at Willamette, Elmira, Dallas, Wasco County, Madras, Corvallis, Lebanon and McNary high schools. Students have learned planning, marketing and advertising skills, bookkeeping, word processing, order processing, development of customer data bases, and the nature of franchising. The Golf Course Operators Association donates $200 each year to begin the printing of cards and, according to Joe Much, Executive Secretary, has benefitted from increased business, especially at the more remote, non-urban golf courses, and the satisfaction of helping students learn real-life business skills.

Contact: Edward R. Curtis, Superintendent, McKenzie SD, 822-3338.

■ **Teledyne Wah Chang, OreMet Titanium, U.S. Bureau of Mines and the Corvallis School District**

Corvallis School District has developed a number of vocational-technical advisory committees which involve over 130 business and government experts in partnership activities. One of the advisory committees is in Materials Science and Technology. Representatives from Teledyne Wah Chang, OreMet Titanium and the U.S. Bureau of Mines are hosting two teachers during a two-week summer in-service. Teachers will experience in-depth introductions to the modern technology used "on the job" in metal applications. Two outcomes are expected: (1) that the teachers will become familiar with the range of technology, and (2) that students will ultimately benefit from adjustments to curriculum implied by the lessons learned "on the job." Examples of curriculum changes suggested by the advisory committee include introduction of mathematics such as geometry and measurement as well as sciences (chemistry, physics, biology) at earlier grade levels, and cautions to maintain individual "pride of workmanship" within team projects in industrial arts. For example, maintaining individual student log books written during cooperative projects helps to teach communication skills and documents individual efforts.

Contact: Ada Fancher, Corvallis School District, 757-5845.

■ **Blue Mountain Lumber and Long Creek High School**

The community of Long Creek in Grant County has an excellent informal partnership with the largest employer in the area, Blue Mountain Lumber. High school seniors have work-study positions available at the Blue Mountain

saw mill. The company recently donated lumber for bleachers at the school - another example of their continuing support for Long Creek schools. In addition to this partnership, Long Creek has a successful linkage with the community through their applied-arts courses. Lay instructors with technical expertise assist in applied-arts courses on Friday mornings. An innovative schedule method that concentrates the course meetings on Fridays allows citizens to participate without the demands of daily attendance.

Contact: Ken Sprute, Superintendent, Long Creek SD, 421-3896.

Viking Industries, Boeing of Portland, Gresham Chamber of Commerce, Multnomah ESD and Centennial School District

The Gresham Area Business and Education Partnership began five years ago through cooperative work of the Gresham Chamber of Commerce, school districts and the ESD. Although there are major events such as a Workforce Workshop for teachers in September and an Employment Fair in October, many partnerships develop from informal contacts between educators and business/government leaders during field-trips or on-site visits to local industry or agencies. For example, one partnership began after a principal visited Viking Industries and discovered a common area of interest — drug-abuse prevention. In the resulting project, elementary students helped with a drug-awareness program for employees of Viking Industries, which later resulted in a grant application to the RJR-Nabisco Foundation.

In another successful partnership, Boeing of Portland obtained help with a charity activity by gaining access to a high school wood shop. Employees could use the shop in the evenings to make wooden toys as part of an annual charity to underprivileged children.

In exchange, Boeing representative Liz Warman has assisted in making contacts with new business partners and other activities. In exchange for partnership activities, businesses have obtained access to a school gym for "open gym" recreation by employees. This is an excellent example of schools making sure that partnerships are mutually beneficial, using resources that do not involve capital expenditures.

Contact: Jim Schoelkopf, Multnomah ESD, 255-1841.

Hauke Sentry Food Stores and Astoria School District

Astoria students in Chapter 1 reading programs are tutored by employees and owner/managers from Hauke Sentry Food Stores. Employees are released 1 hour per week to work with these middle-school students. Chapter 1 achievement test data has shown sustained growth by students.

Contact: Stuart Kammerman, Astoria School District, 325-6441.

Portland General Electric (PGE) and Lake Oswego School District

In partnership with PGE, high school students from Lake Oswego have been planning and building "Good Cents" homes. PGE provides initial funding which is reimbursed upon sale of the home. PGE also provides technical assistance to students and teachers.

Contact: Dr. Jim Schell, Lake Oswego School District, 636-7691.

Bend Century Club and Bend-LaPine School District

The Century Club is an innovative idea that grew from a "grass-roots" effort to solve a labor shortage in certain jobs. Business members of the Century Club pledge to have 100 businesses available to hire 100 students for 100 hours each. The introductory work experience also has general-education benefits for students based on mentorship goals.

Contact: John Hensley, Bend School District, 385-5249.

V. Conclusions and Future Trends

In summary, the last six years of Oregon partnerships have provided examples and principles of effective business-education programs. A major theme has been the discovery of mutual benefits for both education and business. It is now possible to describe a set of optimal steps in forming and maintaining effective partnerships. Numerous model programs now exist throughout Oregon, in both small and large districts. Partnerships are growing and showing positive results. Some emerging trends include:

Maturing Partnerships

Many partnerships have been operating for a number of years, and the challenge will be to continue to vitalize and nurture these relationships. Creative leadership that helps to form new goals and enthusiasm will be required.

Reaching out toward Community Service

One trend in partnerships is the addition of community-service goals. In the initial stages, partners work on mutual benefits. In later stages, a natural extension is to reach out to the community in a tandem effort to solve critical problems. For example, a cooperative effort between students and retailers in Bend, Oregon, was aimed at providing self-care items to the homeless.

Broadening the Types of Partners

In addition to commercial businesses, government agencies, fine-arts councils, community agencies and charitable organizations are beginning to be included in partnerships. Examples include the links between The Dalles school district and the state and local agencies, and partnerships with the performing arts. This trend is also related to the perceived need to link public schools with social agencies that provide services to children.

The Business Community and School Restructuring

The focus of a SEPS seminar by Richard Page, Washington Roundtable, and a recent report by the National Alliance of Business (1989) was on the role of business in the restructuring of America's schools. Included are trends such as school-based management, staff development, curriculum revision, accountability and the linking of education and social services. What can business offer schools in the restructuring process? The expertise of the business community includes management analysis and techniques, advocacy and public relations, assistance with staff development, stimulating research and development, and knowledge of new technology.

The future of Oregon schools clearly includes increased emphasis on business-education partnerships. The complexity of social changes, demands for workforce quality and international competition will require cooperative effort. Social agencies, industrial groups and schools cannot face the future alone. Partnerships will be the key.

"What business has learned for itself is consistent with school-based management: you push responsibility and accountability as far down in the system as you can. You must set clear standards, give resources to do the job, let them alone to do it, and then carefully monitor and evaluate what they've done."
P. Michael Timpane
President
Teacher's College Columbia University

"Business leadership must take a more active role in implementing an effective national education reform program. We have a considerable stake in education, since its success is a principal factor shaping the character of this country and our future workforce."
John Carter
President and CEO,
The Equitable Financial Companies

ANNOTATED BIBLIOGRAPHY

Beaverton School District and Beaverton Area Chamber of Commerce Business/School Partnership Handbook (1989)

An excellent example of a district handbook on partnerships. Includes "how to" steps, sample projects, forms and names of contact persons. Beaverton SD, Box 200, Beaverton, OR 97075 591-8000.

Educational Leadership, Volume 47, Number 2 (October 1989, Whole Issue)

A collection of articles on strengthening partnerships with parents and community including business partnerships. (Journal of the Association for Supervision and Curriculum Development)

Fortune Magazine "Business Response to Education in America" (1989)

Report on a questionnaire survey among senior executives of Fortune 500 companies. CEOs and managers were asked to rate the American public education system, describe education concerns and their involvement in education and employee training. While they express deep concern with public education, 9 out of 10 indicate they have some degree of involvement and would like more. Published by Time, Inc., 1989 (415-982-5000)

National Alliance of Business "America's Leaders Speak out on Business-Education Partnerships" (1989)

A high-quality publication that provides excellent guidelines, "lessons" and quotations from public and business leaders. Also, the NAB has published "The Compact Project: School-Business Partnerships for Improving Education" profiling the Boston Compact and projects in 13 other major cities. And, a provocative report, "A Blueprint for Business on Restructuring Education" is also available. Published by NAB, 1201 New York Avenue NW, Washington, DC 20005 (202-289-2888).

National Association of Partners in Education (NAPE) "A Practical Guide to Creating and Managing School/Community Partnerships" (1988)

This 200-page training manual, with worksheets and practical "how-to" information is one of several publications available from this association. NAPE, 601 Wythe Street, Suite 200, Alexandria, VA 22314 (703-836-4880).

National Center for Education Statistics "Education Partnerships in Public Elementary and Secondary Schools" by S. Heaviside and E. Farris of Westat, Inc., (February, 1989)

Statistical survey of school participation in partnerships by types and locations of schools. Details the means of support, student participation and types of sponsors of partnerships in the U.S. Published by NCES, Department of Education, Washington, DC 20208-5730.

National Community Education Association "The Double Dozen: A Checklist of Practical Ideas for School-Business Partnerships" by Cynthia W. Shelton (1987)

A monograph highlighting creative partnership programs, with tested, down-to-earth, replicable ideas. Published by NCEA, 501 N Fairfax Street, Suite 209, Alexandria, VA 22314 (703-683-6232).

Northwest Partnership Networker (Newsletter) by the Northwest Regional Educational Laboratory (1989)

A newsletter begun in 1989 to share information among partnerships in Oregon, Washington, Idaho, Montana, Alaska and Hawaii. Announces conferences, resources and offers access to a computerized database. NWREL, 101 SW Main St., Suite 500, Portland, OR 97204 (800-547-6339, ext. 602).

***OCEAN*, the newsletter of the Oregon Community Education Association (1990)**

A newsletter of articles on community education, business-education partnership, school volunteer, and related issues, with periodic announcements of training sessions. Published ten times a year by OCEA, 1724 Moss Street, Eugene, OR 97403 (503-346- 3996).

Oregon's Student Retention Initiative "Building a Community Business/ Education Partnership: A Tool Kit" (1988)

A report on partnerships that includes an excellent section on steps in nurturing projects. Also includes resource addresses and a list of videotapes and speakers. Published by the Governor's Student Retention Initiative, 318 Public Service Building, Salem, OR 97310 (503-373-1570).

Salem-Keizer Public Schools "Business Partnership in Education Handbook" (3rd Edition) (1989)

An excellent district handbook on partnerships that is a model for such handbooks. Includes sections on planning, leader roles, needs assessment and evaluation. Salem-Keizer Community Relations Department, Box 12024, Salem, OR 97309 (503-399-3074).

State Job Training Coordinating Council "Annual Report to the Governor and the Citizens of Oregon" (1990)

Annual report on the status of job-training partnerships in Oregon with descriptions of results, names and addresses of key agencies and leaders of JTPA projects.

State Superintendent's
Business-Education Partnerships
Merit Awards

Nomination Form

Name of Partnership _____

Coordinator for Business

Name _____

Address _____

Phone _____

Coordinator for Education Entity

Name _____

Title _____

Address _____

Phone _____

Submitted by: Name _____

Title _____

Phone _____

Signed by: _____ **Local Superintendent**

_____ **Business Representative**

Date _____

Local Media Contact Person (newspaper, radio or television station)

Name _____

Paper/Station _____

Address _____

Criteria

Basic Requirements: All of these must be met. Please attach documentation.

- Stated goals and measurable objectives with methods for assessing completion
- State benefits to all partners
- Met demonstrated need
- Evaluation completed
- Active communication exists between partners
- Communicated together effectively

Merit Indicators: Please check each merit indicator you meet. If you do not meet a substantial number of these criteria and feel you have a partnership worthy of recognition, please explain.

_____ Coordinator was identified for each partner
_____ At least 80% of partnership's stated objectives were met
_____ Needs were met creatively
_____ Activities were replicable
_____ Addressed critical community issue or need
_____ Demonstrated effective use of resources
_____ Plans are in place for future efforts (if one time only explain why.)
_____ Can articulate "What Makes It Work"
_____ Documented benefits to both students and business
_____ Documented benefits to educators and business employees

Summary Statement

Your statement will be published in a document summarizing the award winning projects. The Oregon Department of Education reserves editing rights. If you wish to exclude your project from the publication, please specify.

Descriptions should be no more than 200 words and might contain the following information.

1. Type of partnership and who is involved.
2. Partner's needs and resulting objectives of the partnership.
3. Resources used to implement the partnership.
4. Description of partnership activities.
5. Benefits to all partners involved (give support data if possible).
6. Future plans for the partnership.
7. Describe "what makes it work."

FOR MORE INFORMATION CONTACT: Nita Crimins, 373-7891.

SEND TO: Business-Education Partnership Award of Excellence, Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 97310-0290.